**MCPS Grading Practices Committee**

**October 15, 2012**

**Exit Ticket: Hopes and Fears**

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| **HOPES** | **FEARS** |
| * Some balance can be achieved between what a student knows, how they progress, and what they are able to do in a class or grade level * How a student earns a grade can be easily described/shown. * That we can come to consensus K-12 and up * That grades will be based on our standards and learning in the Common Core * That students, teachers, and parents will be able to understand (and easily explain/converse) how grades are earned * We will help define a new model for grading/assessment based on our *21st Century Model of Education* * That our policy will change for the better the way teachers teach and grade * The district develops some professional development opportunities to help teachers, students, and parents move to standards-based grading * The district looks at structures to support standards-based grading * That in our discussion of grading practices that we clarify what is a “grade”; what is the point of assessment * The discussions are leading to a greater understanding of the goal and objectives of the project. Will all related parties be able to understand each other’s views * That learning will be reflected in our reporting of product, process, and progress * We come to a decision on how to move forward with grading practices that will shift how the district approaches grading and support teachers with instructional and grading changes * We can move forward and find a new and better system for evaluating the performance of our students * That it be fair, accurate, and understandable to students and parents * We change how grading is practices in our school district * Reformation: we can create an assessment and feedback process designed to nurture success and foster confidence in our students * That some plan is actually put forward and implemented within the school system | * I will be ostracized by other teachers for supporting a move away from “tradition” grading systems at all grade levels. * That the outcry against change will drown our voices and enthusiasm; worse yet – that we will be forced to revert to the “old way” * We will put a new name on our grading mechanism and the same old machine will churn out grades * We will not clearly identify our purpose and our targets * That our policies will be misunderstood and misapplied and no changes for the better will actually occur * The move to standards-based grading is a daunting task * We end as we sometimes do with a muddled compromise rather than a clear vision based on research * Fear of change and fear of the unknown from others * We won’t do this with enough time to be thorough and thoughtful and time for student and staff to achieve * We discuss the topic and do not come to consensus, potentially keeping us stagnant in this process * This will be more time consuming for educators and will take time away from their student interaction and involvement * Most teachers will fall back to their old practices rather than change * We will do good work that will simply be disregarded by the weight of institutional memory * That nothing will happen (change) * That all this talk goes nowhere |